



TAKING A RUNNING RECORD

Running records are taken most often at the earlier stages of reading. Taking a running record takes practice. Before attempting a running record, read the procedural steps below, then go to the section on [Marking a Running Record Form](#).

Select a Benchmark Book or Benchmark Passage that approximates the student's reading level. Explain that she/he will read out loud as you observe and record her/his reading skills.

With the Running Record form in hand, sit next to the student so that you can see the text and the student's finger and eye movements as she/he reads the text.

As the student reads, mark each word on the running record form by using the appropriate Running Record Symbols and Marking Conventions shown below. Place a checkmark above each word that is read correctly.

If the student reads incorrectly, record above the word what the student reads.

If the student is reading too fast for you to record the running record, ask her/him to pause until you catch up.

Be sure to pay attention to the reader's behavior. Is the student using meaning (M), structural (S), and visual (V) cues to read words and gather meaning?

Intervene as little as possible while the student is reading.

If the student is stuck and unable to continue, wait 5 to 10 seconds, then tell her/him the word. If the student seems confused, provide an explanation to clear up the confusion and say, "Try again."

Digital Running Records on Raz-Kids.com

With our [online running record](#) tool on Raz-Kids.com, you can:

Assign a Benchmark Book from Levels aa-G

Assign a Benchmark Passage from Levels aa-Z

Listen to students' recordings from reading aloud a book or passage.

Score all student recordings using an online running-record tool.

Listen to students' recordings of retellings.

Score retellings using an online rubric.

See quiz questions missed and a report on which comprehension skills to support or re-teach with each student.

Reward students' progress through awarding stars to spend in the RAZ Rocket.

Track your students' progress over time.

Table 1

Running Record Symbols and Marking Conventions

Reading behavior	Marking convention	Example
Accurate word reading	✓ above each correctly read word.	✓ ✓ ✓ The brown fox.....
Substitution (one error if not self-corrected; record one error regardless of the number of incorrect substitutions)	Write each word attempted above the actual word.	✓ brave ✓ The brown fox.....
Omission (one error)	— (long dash)	✓ — ✓ The brown fox.....
Insertion (one error)	^ at point of insertion with the inserted word above it	✓ ^ little ✓ The brown fox.....
Repetition of one word (no error)	R (one repetition) R2 (two repetitions) R3 (three repetitions)	R The brown fox.....
Repetition of phrase (no error)	R with line and arrow to the point of where the reader returned to repeat.	↖ R The brown fox.....
Self-correction (no error)	SC after the error to indicate child has corrected error.	brave/SC The brown fox.....
Intervention / student confused and unwilling to try again (one error)	Write TA if you need to tell student to "try again" and point to where he or she needs to try again. Place brackets around part of the text that the child had to try again.	TA [The brown fox].....
Intervention / unable to read a word (one error)	Write T above word if you tell the child the word after a 5–10 second wait.	T The brown fox.....
Beginning sound (no error)	Mark the beginning sound above the word if the child says it first, then a (check) if he or she follows with the correct word.	b / ✓ The brown fox.....